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ABSTRACT

This manual contains guidelines for implementing and maintaining Workplace Skills Enhancement programs. These guidelines are intended to be a resource to adult education directors and their staffs as they work with local businesses, industries, and organizations in combating adult illiteracy. The manual is divided into the key steps in implementing and maintaining a successful program. Examples and further references are provided for each step. The steps are as follows: plan; design; implement and maintain; and evaluate. Appendixes include a fact sheet on the economic impact of adult illiteracy in South Carolina; a brochure describing workplace programs; industry support letters; a sample contact letter; business/industry handout on why employees need workplace programs; cost breakdown sheet; cooperative agreement; information on performing a literacy audit and building a curriculum; sample recruitment techniques; and program evaluation form. (YLB)

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ADULT EDUCATION
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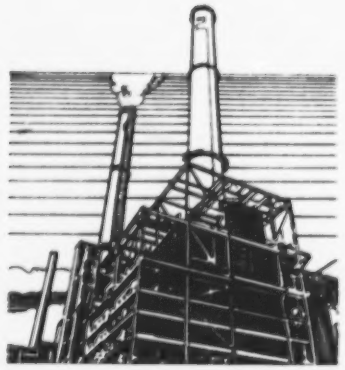
What Works!

Guidelines for Workplace Skills Enhancement Programs



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FOREWORD

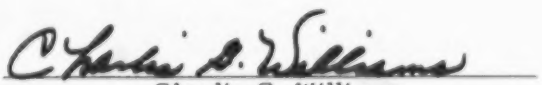
South Carolina business and industrial leaders are sending a clear message -- the future economic and industrial development of our state depends upon the productivity of the workforce. Communities that hear this message and make wise decisions about developing their human resources will succeed in our emerging economy. Those who refuse to hear and act will fall behind in economic development and in improving the quality of life for their people.

One of the greatest obstacles to reducing the rate of unemployment in our state is that of an untrained workforce. Three out of every four jobs in the future will require education or technical training beyond high school. Few, well-paying jobs will be available to the unskilled, and almost no jobs will be available for the illiterate.

Adult education programs in school districts have been successful in reducing illiteracy and in providing appropriate educational experiences for the undereducated in South Carolina. A primary reason for the success of adult education programs has been the ability to take the programs to the people. In addition to school buildings, programs are operated in community centers, churches, housing projects, hospitals, industries, libraries, military bases, municipal sites, prisons, and numerous other locations.

One of adult education's greatest challenges is to increase the quality and quantity of workplace programs. With changes in technology taking place so rapidly in the workplace, the demand for training and retraining workers becomes a constant one. Some workers who perform well at present jobs are unable to cope with the technical training required for a change of jobs until they upgrade their basic skills of reading and computing.

This manual can be a valuable tool in the hands of an adult educator as he attempts to establish and manage adult education workplace programs.



Charlie G. Williams
State Superintendent of Education

The responsibility for the creation and writing of this handbook was undertaken by TRISHA C. CAULDER, Director of Adult/Community Education Florence School Districts 2,3,4,5; JOAN L. BOEHM, Literacy Specialist Greenville County Adult Education; and ELIZABETH G. RABON, Supervisor, Employment/Employee Relations Duke Power Company.

INTRODUCTION

There was a time in our history when literacy was a point of personal pride. Today it is a matter of survival.

Our modern world is filled with newspapers, magazines, books, manuals, printed instructions, government forms, computer technology, signs, labels, etc. Someone who cannot read or who reads at a very low level finds it difficult to cope.

TWENTY-THREE MILLION ADULTS ARE FUNCTIONALLY ILLITERATE IN AMERICA TODAY. ANOTHER FORTY-SEVEN MILLION ARE MARGINALLY LITERATE AND OVER ONE MILLION YOUTH DROP OUT OF SCHOOL EACH YEAR.

If America is to successfully enter the year 2000, we must heed the major warning signs that are flashing in America today from three areas that greatly affect our economy: The race for advanced technology; Competition from other countries; The productivity of the American workforce: our human resources.

The rapid turnover and change in industry, business, and human service organizations will often require workers to change jobs five or six times, transforming the traditional work culture of Americans. Workers will need to be more flexible - open to restraining and job mobility. Those with poor basic skills will remain hidden and their potential unrealized. **WHEN ONE BECOMES AWARE THAT SEVENTY-FIVE PERCENT OF THOSE WORKING IN THE YEAR 2000 ARE ALREADY IN THE WORKFORCE, THE URGENCY OF A SOLUTION FOR THIS NATIONAL AND COMMUNITY PROBLEM BECOMES VERY CRITICAL.**

If we are to be successful in our bids to bring new businesses and industries to our local areas, **WE MUST REALIZE THAT ECONOMIC DEVELOPMENT AND LITERACY GO HAND IN HAND.** They cannot and must not be separated.

In order for us to become a more literate nation by the end of the century, we must move immediately on all fronts--in our schools and communities, in the workplace, and in our families. **THE ISSUE OF ADULT ILLITERACY CAN NO LONGER BE THOUGHT OF AS EITHER A PUBLIC OR PRIVATE RESPONSIBILITY, IT IS BOTH!**

Our state is already working to increase the basic skills of our adult workforce. Local Adult Education Programs which are capable of working with businesses and industries to tailor-make programs to meet their specific needs are in place in all of the school districts in South Carolina. The Governor has put into place a workforce literacy initiative, and **OVER 150 BUSINESSES AND INDUSTRIES IN OUR STATE HAVE SKILLS ENHANCEMENT PROGRAMS OPERATING ON SITE.**

Another example of the emphasis being placed on this problem is the announcement by the South Carolina Economic Developers' Association that adult literacy is its number one objective. It has established a "Quality of Life" Committee to study the problem and to come up with ways that the association can work with other agencies to find successful solutions.

We can no longer wait and hope that someone else will take the first step to eradicate this problem. To keep America strong, we must start now to share information, plan, and assume responsibility for the task at hand. **PARTNERSHIPS ARE A NECESSITY!** The whole economic future of our great nation is dependent upon how well we pool our resources and rise to the cause. **WE CAN NO LONGER AFFORD TO BE UNINVOLVED!**

With these thoughts in mind, these guidelines for implementing and maintaining Workplace Skills Enhancement programs were developed. These guidelines are intended to be a resource to Adult Education Directors and their staffs as they work with local businesses, industries, and organizations in combating adult illiteracy.

After reviewing various existing programs in the State and based upon the experiences with Workplace Skills Enhancement programs of Adult Education Directors and business representatives, key steps were identified to implement and maintain a successful program. We have listed the steps and have provided examples and further references. While we recommend the following sequence of steps, a most important factor is your adaptability to each situation. Use these steps as a springboard to your own creativity and flexibility in meeting the needs of the workplaces in your district.

Workplace illiteracy, the inability to use communication and computation skills in the context of the workplace, can be addressed successfully by the partnership of Adult Education and the workplace.

PLAN

*** DEVELOP FACT SHEETS, FLYERS, AND OTHER RELEVANT WRITTEN MATERIALS ON YOUR SPECIFIC PROGRAM**

— Emphasize your ability to tailor-make a job specific program.
(See Appendix A)

— Secure letters of recommendation from companies you have successfully worked with. These are helpful in establishing credibility.
NOTE: Secure permission before using any company as a reference.
(See Appendix B)

— Your success depends on your creativity and flexibility.

*** TARGET POTENTIAL BUSINESSES, INDUSTRIES, AND ORGANIZATIONS IN YOUR AREA**

— Send a letter or make personal contact with the appropriate company representative.
(See Appendix C)

— Contact the Chief Executive Officer (CEO), if possible.

— Volunteer to present your program to personnel groups, service clubs, management groups, Chambers of Commerce, human service agencies, etc.

*** SCHEDULE AN INITIAL MEETING WITH THE COMPANY REPRESENTATIVE**

— Call to schedule an appointment.

— Follow up with a letter of confirmation.

*** PREPARE FOR THE INITIAL MEETING**

— Get to know the business, industry, or organization.

-- Industry/business - their product, the number of employees, their organizational structure.
-- Human services agencies - the type of services provided, clients served.

— The better prepared you or your program representative is, the better you will understand this particular organization's needs.

*** CHOOSE THE STAFF MEMBER TO REPRESENT YOUR PROGRAM AT THE INITIAL MEETING**

NOTE: This contact is critical. Never underestimate the importance of this first personal meeting.

— Choose someone who is enthusiastic about and committed to their work and to the mission of adult education.

— Be sure your representative possesses a thorough knowledge of all aspects of your program.

— Choose someone who is articulate.

— Other qualities this individual should have are honesty in their dealings, the ability to listen, and a good personality.

NOTE: Personality and program knowledge, as well as commitment should be the major criteria in the selection of this individual.

*** PLAN THE FORMAT OF THE INITIAL MEETING**

— This format will depend upon who made the initial contact - industry or your program.

-- If industry contacted you, they probably have a need for or an interest in your services:
- Listen and let the industry representative set the tone of the meeting.
- Determine the company's perception of the problem, discuss their needs, and the options currently available to them.

-- If you made the contact:
- Keep the meeting as short and informative as possible.
- Briefly describe your program and why you are offering these services in the workplace.

— In either case the following points will apply:

— Be prepared to leave an information packet which includes:
** Pamphlet or fact sheet on your program.
** State and local statistics on the educational levels of adults.
** Success stories from your program.
** Letters of recommendation from other companies you have assisted.
** A copy of "Why Should I Train My Employees".
(See Appendix D)

— Be totally honest.

— If the industry is not interested in your services, do not disparage. You have planted a seed that could prove to be very productive at some future date.

— Ask for names of other companies that might be interested in learning more about your program.

— If the industry expresses further interest, schedule another appointment as soon as possible to discuss detailed plans.

NOTE: Never promise what you cannot deliver.

DESIGN

*** MEET TO ESTABLISH THE DESIGN FOR THE PROGRAM**

— Establish realistic, attainable goals.

— The industry representative you are working with should be the contact person once the program is established.

— Decisions to be made include:

NOTE: In each of the following areas you need to decide who will be responsible for administration and cost.

-- Goals of the company.
-- Type of program - GED, High School Diploma, literacy, basic skills, job specific skills, self improvement, etc.
-- Identification/recruitment of students by:
--- Survey
--- Flyers
--- Plant, shift, or department meetings
--- Workplace skills audit (covered later in these guidelines)
--- Company newsletter
--- Paycheck insert
--- Posters
--- Personnel department recruitment
--- Testimonials
-- Place, time, location, and beginning date of classes.
-- Attendance and individual achievement incentives such as:
--- Company release time
--- Combination release and personal time
--- Gifts
--- Savings bonds
--- Promotions
--- Recognition ceremonies
--- Graduation ceremonies
-- Outside publicity - what is the organization's preference? Do not openly publicize this program outside of the organization without the consent of management.
-- Instructors - Be certain to discuss the hiring of instructors with the industry representative. The individuals hired must be agreeable to both parties. Remember instructors will determine the success or failure of the entire program.
-- Meetings with plant supervisors - Explain the progam and get their input and ideas on the subject matter to be covered.
NOTE: This is an important selling point for the program as supervisors are in direct contact with potential students.

-- Visits to the classroom by management - This is a very visible form of support and serves as a motivating force for students.
-- Reporting system - keep management informed of the employees' progress.
-- Communication channels - keep these channels open between management and the adult education contact person.

— Summarize administrative and financial responsibilities for each area of the program.
NOTE: Be very forthright about any budget constraints.
(See Appendix E)

*** DRAW UP A COOPERATIVE AGREEMENT BETWEEN THE INDUSTRY AND YOUR PROGRAM**

— The type of agreement will depend upon the parties involved and the type of program proposed. Be flexible!

— Include all the important points that have been established in your joint meetings.

NOTE: Many strong programs have been established without a formal, written agreement. (See Appendix F)

*** CONDUCT A WORKPLACE SKILLS AUDIT TO DETERMINE COURSE CONTENT**

— Steps in this audit are:
- -- Meet with supervisors to determine skills necessary to successfully perform in each area.
- -- List the necessary vocabulary, math, and other job related skills, for each job.
- -- Collect and analyze manuals, reports, and safety materials used in each department.
- -- Observe workers on the job.
- -- Meet with several workers to obtain their input on questions you asked in your meeting with the supervisors.
- -- Consult the Dictionary of Occupational Titles for job skills checklists.
- -- Develop a checklist of skills the workers need and those they already possess. (See Appendix G)

*** DESIGN A CURRICULUM THAT WILL ADDRESS THE AREAS YOU HAVE IDENTIFIED**

— Include the tasks and materials that employees use in their specific jobs.

— Teach from the employee's job perspective.
(See Appendix H)

* RECRUIT STUDENTS

— Use the company's established channels of communication. Examples are shift or department meetings, notices on bulletin boards or in checks, personal contacts, etc.
(See Appendix I)

— Schedule registration day(s).

NOTE: Recruitment can be handled by either the industry or the adult education personnel or a combination of both.

* HIRE THE INSTRUCTORS FOR THE PROGRAM

— Start this process as soon as there is adequate sign-up for classes.

— Supplement instructors with trained volunteers as needed.

— Choose carefully. Instructors should possess the ability to:
-- Identify, build on, and emphasize the connection between skills to be learned and those used on the job.
-- Understand the students' company and the specific jobs the students have.
-- Be a generalist rather than a specialist.
-- Listen well.
-- Interpret diagnostic data gained through both informal and formal assessment.
-- Identify the disabled learner and refer him or her to the proper agency.
-- Understand the need for complete, accurate documentation of skills gained, goals reached, and progress made.
-- Respect the diversity in adults.
-- Be open-minded and not assume the presence or absence of a particular skill.
-- Understand the need for individualized instruction and provide personalized materials and methods for each student.
-- Be flexible to changes in the physical location and arrangements of the classroom as dictated by program data and employer needs.
-- Be sensitive to group dynamics and the individual needs of adult students.

NOTE: Instructors must be acceptable to you and the organization's management.

* ESTABLISH AND MAINTAIN THE LEARNING LAB

— Develop job specific materials for your curriculum.

— Refer to the South Carolina Office of Adult Education Learning Lab Manual.

EVALUATE

*** KEEP THE INDUSTRY REPRESENTATIVE UP-TO-DATE ON THE PROGRESS OF THE PROGRAM**

— Maintain complete, accurate records.

— Provide the industry representative with periodic, monthly, or quarterly reports.

— Discuss and resolve problems or concerns about the program as they arise.

— Share success stories of individuals in the program.

*** RECOGNIZE PROGRAM PARTICIPANTS**

— Implement the system of awards or recognition for the program participants as agreed upon in your program planning meeting.
NOTE: Participants in the program should receive some form of praise for a job well done.

*** EVALUATE PROGRAM PERFORMANCE**

— Meet with the organization's representative to evaluate the program strengths and weaknesses.

— Include the following key questions in your discussion:
-- How well did we achieve our goals?
-- Have we established an on-going relationship?
-- What, if any, adjustments does the program need?
-- What problems remain to be solved?
-- What are the plans for continuation and expansion of the program?

NOTE: If the program is short term or specific skills, evaluate upon completion. If it is on-going, evaluate on a semester or biannual basis.

(See Appendix J)

COMMENTS

In our world of ever-changing technology there is less need for the undereducated, unskilled employee. As more changes occur this individual will discover that his/her goals are becoming even more difficult to achieve without an adequate education.

If we are to improve the quality of the workforce in South Carolina and in the nation, it is mandatory that we use all of our resources to find new and innovative ways of teaching basic skills to each of the workers who are deficient in them.

In order to succeed in this endeavor, we must have a shared commitment, between educational institutions and business/industry to work together to cooperatively provide to the undereducated employees the much needed educational opportunities.

The purpose of this handbook is to provide a guide for the establishment of skills enhancement programs in business/industry. Remember: the needs of each business and industry will vary. Therefore, each program will need to be tailor-made in order to successfully benefit the persons for whom it is intended.

Trisha C. Caulder
Director
Adult/Community Education
Florence School Districts 2,3,4,5

As a business representative on the task force to produce these guidelines, I am happy to have had the opportunity to participate. Duke Power, CMD-Central Division has had a successful program for two years. From first hand knowledge, I can attest to the benefits a company receives: increased motivation and productivity of employees, better qualified employees, and the good feeling from helping employees' personal lives as well.

I recognize that the exact program conducted for us may not be appropriate in all situations. So, I encourage users of these guidelines to open the lines of communication with the businesses, industries, and organizations to find the best match of services to needs. I encourage you to take the lead in flexibility and creativity to find the best match for each Workplace Skills Enhancement Program.

Some organizations are asking for help, others will need to be sold on the benefits of having a program, but the end result of a more literate workforce benefits us all. We have worked to include points particular to organizations as well as Adult Education so you can be aware of potential concerns from the beginning and be prepared to resolve them.

We have a challenge before us and the goal is attainable. By pooling our resources and using the wealth of information and skills available in Adult Education programs and in our communities, we can resolve the illiteracy problem!

Elizabeth G. Rabon
Supervisor, Employment/Employee Relations
Duke Power
Construction & Maintenance Department
Central Division

It was my privilege to serve as the literacy representative on the task force that developed these guidelines. The knowledge gained from three years of instruction in an on-site industry skills enhancement program proved very helpful in carrying out this assignment.

Workplace literacy has been defined as the ability to use communication and computation skills in the context of the workplace. The future of South Carolina's economic development depends, to a great extent, on a literate work force who can transfer their knowledge to the job setting. With these facts in mind the task force has attempted to make each step in developing and implementing a skills enhancement program as clear and concise as possible while allowing for the individualization and flexibility needed for each situation.

I trust that this handbook will assist you as you continue to forge partnerships with the businesses, industries, and agencies in your service area. And, that it will become one of the most useful, and most used, pieces in your library.

Jo an L. Boehm
Literacy Specialist
Adult Education Department
School District of Greenville County

The Economic Impact of Adult Illiteracy in South Carolina

ADULT ILLITERACY HURTS YOU!!

Adult illiteracy is a real but hidden problem in South Carolina and in our country. Did you know that...

...Over 909,897 South Carolina adults are undereducated.
...the number of undereducated adults in South Carolina is larger than the current K-12 student population.
...one out of every six high school credentials issued in South Carolina is awarded to an adult.

Did you also know that...

...75% of those who will be working in the year 2000 are now in the workforce.
...80% of the new entrants into the workforce by the year 2000 will be immigrants, women, and minorities, traditionally the least prepared to work and the most in need of remediation.
...11% of the national workforce is illiterate.

What does a lower educational level, a large number of poor English speakers, and a shrinking pool of traditional new workers mean to you? Because of an inability to read and understand instructions, guidelines, directives or safety procedures it can mean...

...lowered productivity levels because your employee has "topped out".
...poorly informed or misinformed employees
...less motivated employees.
...limitations on your assignment of employees.
...more industrial accidents.
...a tragic waste of human potential.

Fortunately, you can do something about illiteracy. You can make it disappear in your plant! You can directly impact upon the productivity, motivation, utilization, and potential of your work force. With minimal effort and resources you could have a worksite based skills enhancement program at your workplace. Such a program could offer instruction in basic literacy, English as a second language, high school diploma, GED preparation or a more customized employer specific program which would meet the specific needs of your employees and could be held on site. In 1988 there were approximately 82 separate workplace sites in South Carolina. Our adult education office and staff stand ready to assist you in joining this group of employees who are working together to eradicate adult illiteracy in South Carolina. Please contact us today!

Skills Assessment Program

This program is designed for any business or industry who needs to assess the basic skills of current or future employees. This service will provide businesses and industries with a detailed analysis of basic skill deficiencies of employees in math, reading and writing. Business and industry can also utilize the statistical data in planning future training programs that will meet the educational training needs for individual employees. Current research indicates that one out of every nine employees is illiterate and lacks the necessary basic skills to function within companies that continue to modernize and convert to high technology equipment in the work force.

Industry Based High School GED or Basic Skill Improvement Programs

Due to the current seriousness of basic skill deficiencies in the work force and the large numbers who lack high school credentials, the Adult Education Program of Richland School District One will work with any business or industry in planning or organizing on-site GED, high school or basic skills improvement programs. This service is designed to help businesses and industries become more productive and profitable through a well-educated work force. Businesses are in a unique position to help meet the literacy challenge in the work force and they can be very influential in encouraging employees to seek help.

How The Program Works

These programs/services are available to businesses or industries in Richland County and can be scheduled on or off the site location to accommodate a small or large number of employees.

Cost for the program is only $25.00 per person, which includes Richland District One furnishing all instructors and all instructional material. There is no charge for the skills assessment program. Programs are usually 20 hours in length and are scheduled at the convenience of both the employer and employee. Continuous scheduling of programs is available if desired by the business or industry.

For more information call
733-6204

APPENDIX B - INDUSTRY SUPPORT LETTER

Wellman, Inc.

Johnsonville, South Carolina 29555
(803) 386-2011 — TELEX: 810-680-2671 — CABLE:WELLING

To Whom It May Concern:

Florence School Districts 2,3,4 and 5 Adult and Community Education program has operated an extremely successful learning lab at Wellman for the past three years. The class is located on site and operates two days a week, four hours a day. The hours of operation were selected to accommodate the different shifts.

Many employees have taken advantage of the individualized and self-paced instruction that is available. They may choose from high school diploma, GED, self-improvement, or basic reading courses.

We at Wellman consider this program to be extremely important for the future of our employees. Realizing that a better educated workforce has more pride in itself and therefore more interest in its work and community, Wellman enthusiastically endorses this program and makes it available to all of its employees.

The Company pays the registration fees for any employee who enrolls in the program and offers gifts as incentives for each goal achieved. Upon the completion of the GED or the high school diploma, Wellman presents a savings bond to the student.

The program and the achievements of the students are spotlighted in each edition of WELLMAN TOPICS, the Company newspaper. Since the beginning of the program, seventeen employees have graduated and many others have achieved the individual goals that they set for themselves.

The management team of Wellman is very involved in this program and considers it to be an opportunity for us to support our employees and to offer them a second chance to complete their education and, therefore, to make not only their lives, but the lives of their families more secure in the future.

Sincerely,

Tom Duff

Thomas M. Duff
President

spe

Hanes Hosiery, Inc.

Post Office Box 1056
Bennettsville, SC 29512-1056

Basic Adult Education

Bennettsville, S.C.

The employees of the Hanes Hosiery, Bennettsville Plant, participated in an on-site Adult Education Program. The group met twice a week to receive personal one-on-one assistance to improve their skills in reading, writing, and arithmetic. The program began in September, 1986 and ended in May, 1987.

The Program was designed to encourage employees to further their education in preparation for jobs requiring reading and writing skills. The Marlboro County Adult Education Program which provided two instructors, as well as text book and reading materials. The cost of the books and other fees were reimbursed through the Company's Tuition Refund Program.

The Adult Education Program has been a tremendous asset to our employees. Since its conception, managers and supervisors have noted a marked degree of improvement in the proficiency of these employees performance.

Hanes Hosiery is dedicated to the improvement of its most valuable resource....."It's Employees".

Education Partnership

Lower Richland High School and Square D Company have had an exemplary working relationship for several years. Below is a list of several of their accomplishments.

- Lower Richland High School's Adult Education Program sponsored a math program for Square D employees to enhance their math skills. Participants enrolled on a voluntary basis and were reimbursed their tuition through the Square D education program upon completion of the program. This is an on-going program.
- Square D sponsored a math fair.
- Square D provided judges for the science fair.
- Square D provides a scholarship annually for a high school student interested in becoming an engineer.
- Square D provides resource people for career day.
- Artwork has been displayed at the Square D Company.
- Square D has distributed publications both about the high school program and the adult and community education program to its employees on an on-going basis.
- Square D has given health occupation students an opportunity to do some health screening with their employees.
- Square D has provided field trips and shadowing experiences to both teachers and students.
- Square D has provided seminars for the high school program and the adult education program in job seeking skills and in job retention.
- Square D has provided safety inspections of vocational shops at Lower Richland High School.
- Square D has given obsolete equipment to the school to be used in the instructional program.
- Square D has provided technical assistance in the production of brochures and other printed material.
- Approximately 50 pairs of safety glasses were given to the science labs by Square D Company.
- An interaction management workshop was provided by Square D for the administrative team at Lower Richland High School.
- Square D Company has provided institutional memberships for professional organizations in science and math.
- Square D sponsored the after school Junior Achievement Program at Lower Richland High School.

APPENDIX C - SAMPLE CONTACT LETTER

Dear _____

Are you looking for a way to increase employee productivity at minimal cost to your company? Would your employees benefit from skills enhancement classes, vocational training, or communication skills development?

The office of Adult Education of _____ offers cost-effective on-site employee development training programs which are designed to meet the specific needs of your company. Our staff of experienced teachers has an outstanding record of success in working with adult students.

Whether your company needs a GED preparatory class for ten employees, a team building class for managers, or a basic skills tutorial program for those who need to improve his/her reading/writing skills, the office of Adult Education is ready to help. We are confident that you will not find a better employee development program in South Carolina. And, best of all, the cost to you is minimal.

I will be happy to visit you to explain our skills enhancement program in greater detail. To arrange for an appointment, please call the office of Adult Education at _____.

Sincerely yours,

"Why Should I Train My Employees"

1. "I hire only the best qualified applicants I can get. I hire only high school graduates."

In today's market place, those people searching for employment often have weaker basic skills than your current workforce, and a high school diploma is no guarantee of basic skills competence. Their skills are often very rusty and sometimes non-existent.

2. "We'll dismiss any employee who doesn't have the necessary skills to become productive.

If you fire the employee who isn't productive due to the lack of basic skills, you may only replace him/her with someone with even lower skill levels. However, if you train the employee who has low basic skills, you will develop a worker who'll not only be more productive but probably better motivated. You'll run less chance of having trouble with the UNION! If you don't have a union at your plant, replacing workers is a good way to get one started.

3. "Our business only requires low skills, it's not necessary for them to know how to write."

Are there never any written instructions, safety material, company policy, insurance forms?

4. "If I give them training, they'll only leave me and go to another company."

This may happen, but what's keeping them there now? If you give them training and improve their chances of being promoted in your business, don't you think they may feel more loyalty and be better motivated than they are now?

5. "I don't want to embarrass them by telling them they need to improve their basic skills."

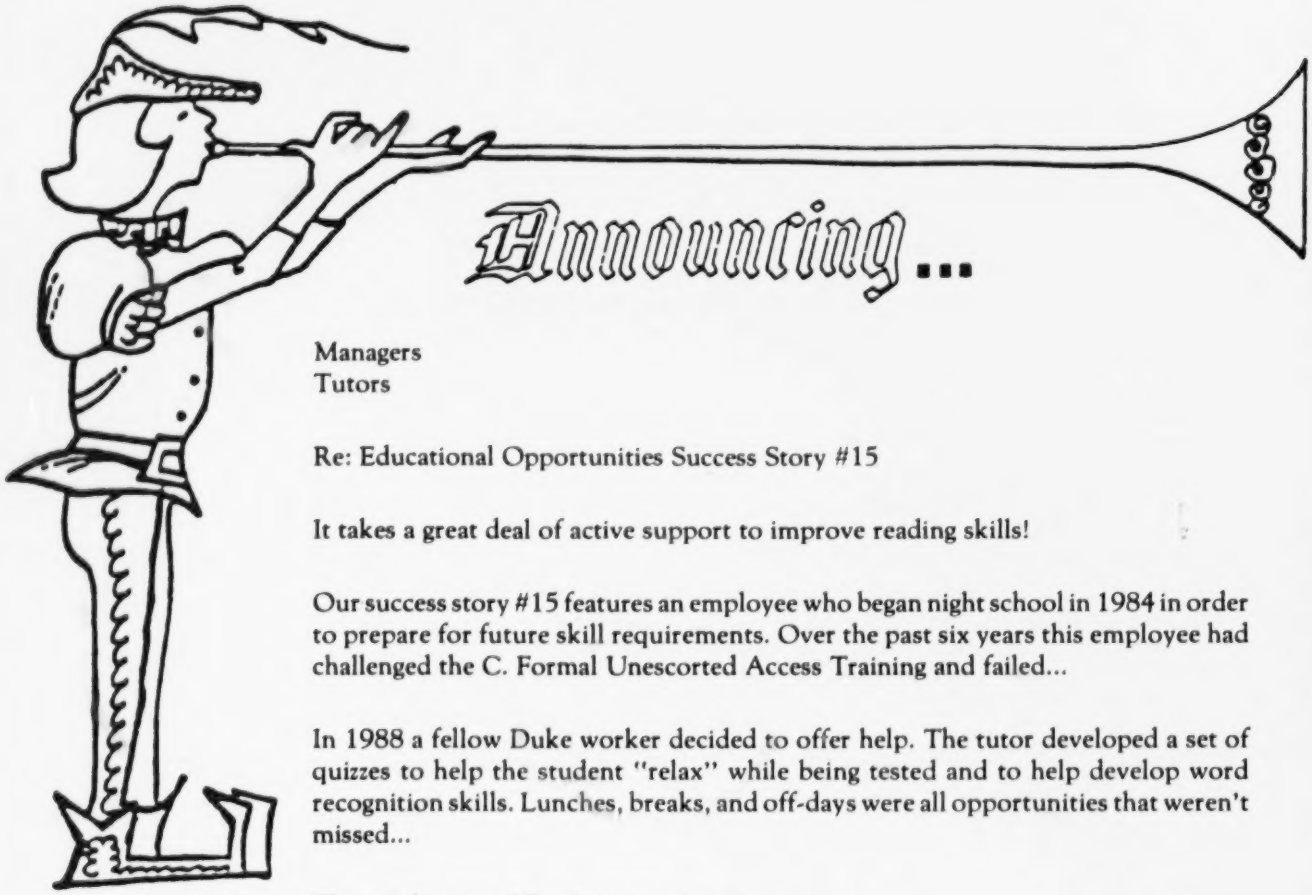
Then don't! Just start the program and ask them to attend. They know how weak their skills are and one of their fears is that you will find out and fire them. Show them you want to see them improve their skills because they are valuable to you.

6. "My employees aren't motivated, they'd never attend a training program"

Your employees will do what you want them to do on company time. Hold the training on company time and property, but make the programs enjoyable as possible. Give them some sort of incentive that will make them want to attend.

7. "Training costs a lot of money and time."

Yes, training costs some money and it may cost you some time. But what does it cost to replace your work force? If you had a chance to buy a new machine that would make your company more productive, would you buy it? By training your employees, you'll make them more productive and they'll save you money. As for time, adults learn and retain information much more quickly then do the young.



Managers
Tutors

Re: Educational Opportunities Success Story #15

It takes a great deal of active support to improve reading skills!

Our success story #15 features an employee who began night school in 1984 in order to prepare for future skill requirements. Over the past six years this employee had challenged the C. Formal Unescorted Access Training and failed...

In 1988 a fellow Duke worker decided to offer help. The tutor developed a set of quizzes to help the student "relax" while being tested and to help develop word recognition skills. Lunches, breaks, and off-days were all opportunities that weren't missed...

The results are a 10 point jump in scores.

The desire to learn and the desire to help are both needed.

Congratulations student and tutor!

Elizabeth G. Rabon
Training Supervisor
CMD-Central Division

JMF/bsa

xc: J M Forrest
J H Robinson

We're the Best!

Managers
Tutors

Re: Educational Opportunities Success Story #13

Recently one employee became involved with the Educational Opportunities Program. A tutor from River Hills offered tutoring in both reading, writing, and Unescorted Access word recognition.

Over the summer the employee took advantage of Afterhour Study sessions offered at Allen.

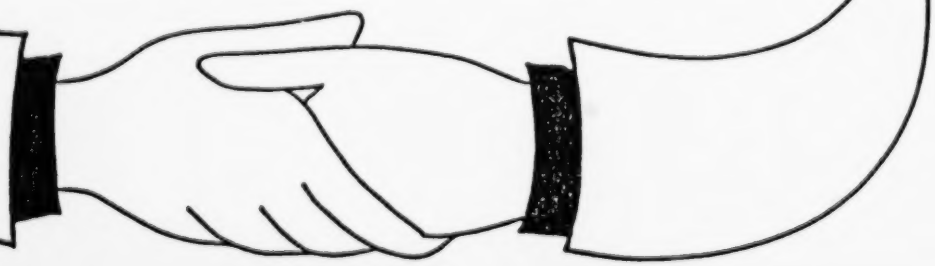
Determination and confidence paid off again! In two months, the scores in Unescorted Access Training went from the 40's to passing!

Congratulations to all who contributed to helping a fellow employee achieve what seemed an impossible goal!

Elizabeth G. Rabon
Training Supervisor
CMD-Central Division

JMF/bsa

xc: J M Forrest
J H Robinson



Determination Sheet
Cost Per Class

	WITH AIDE	WITHOUT AIDE
A. **Instructional Hours.** Multiply teacher's hourly salary (Average $12.50 per hour) by 48 (hours per semester).	$600.00	$600.00
B. **Preparation Time.** Multiply teachers hourly salary ($12.50) times 24 (hours to prepare).		
Note: For every two (2) hours of teaching time, teachers need one (1) hour of preparation time.	$300.00	$300.00
C. **Curriculum Development.** This figure should be small or none.	0	0
D. **Initial Student Assessment.** Multiply teacher's hourly salary ($12.50) by four (4)	$50.00	$50.00
E. **Fringe Benefits.** Determine the actual cost of benefits. (This figure is usually about 8½% of teachers salary in 80 hours.)	$113.73	$85.00
F. **Instructional Materials.** Determine actual cost of materials to be used. (This is usually about $20.00 per student.) $20.00 times 10 students.	$200.00	$200.00
G. **Evaluation and Reporting.** Multiply teacher's hourly salary by four (4 x 12.50).	$50.00	$50.00
H. **Teacher Aides.** Multiply hourly salary by number of hours.	$338.00	0
I. **Administrative Costs.** Add lines A,B,D,G, and H. Multiply total by .20 (20%).	$267.60	$200.00
Total	$1919.33	$1440.00

NOTE: These figures are approximate.

Workplace Adult Education/Literacy Program

COOPERATIVE AGREEMENT

Recognizing the importance of a literate workforce, my firm joins with the South Carolina Department of Education and _____ School District's Adult Education program as a partner in Workplace Adult Education/Literacy to upgrade employee basic skills for changing technology, increased production, and ensure competition in economic development.

_____
Name of Company Representative

_____
Position

_____
Company Name

The _____ Adult Education program agrees to:

1. Assess the basic academic skills of all employees identified and recruited for the workplace program.

2. Provide the instruction program including personnel, materials, and supervision.

3. Develop a program of instruction customized to meet the literacy, basic, and secondary needs of the employees.

4. Evaluate the academic progress of each employee enrolled in the workplace program.

_____ agrees to the following checked items:
Name of Company

1. Conduct a program of adult education/literacy at the worksite and provide the space at no cost. _____

2. Recruit employees for participation. _____

3. Provide instructional materials for employees enrolled. _____

4. Provide released time for employees enrolled. _____

5. Allow all employees who are eligible to participate to do so regardless of sex, race, color, creed, age, national origin, or handicapping condition. _____

_____
Local Adult Education Director

_____
Company Official

_____
State Director of Adult Education

Agreement Between Office of Adult Education and

for Basic Skills Instruction

THIS AGREEMENT is effective the _____ day of _____ between _____ Office of Adult Education and _____.

We do mutually agree as follows:

1.
PROGRAM AND SERVICES TO BE PROVIDED

_____ shall purchase services from the Office of Adult Education. The Office of Adult Education shall provide skills enhancement instruction for _____ _____.

11.
TERMS OF AGREEMENT

Performance under this Agreement shall commence on _____ and shall continue until _____ or as long as a demonstrated need exists for these services. This contract may be terminated by either party only by written notification but not less than two weeks before projected termination date. At the completion of the services specified in this agreement, _____ has the option of renewing this Agreement with the Office of Adult Education for the new fiscal year.

111.
COSTS AND EFFICIENCY

(a) THE COST to _____ for the services to be provided by the Office of Adult Education under the Agreement shall be ($ _____ for each hour of service) based on the following expenditures:

(1) Teacher Salary and Fringe Benefits for _____ hours of Student Instruction (_____ hours per week for _____ weeks)
(2) Student Assessment (initial, ongoing, and final progress reports)
(3) Teacher Preparation Time (_____ hour per week)
(4) Instructional Materials
(5) Administrative Costs

(b) METHOD OF PAYMENT: The Office of Adult Education shall invoice _____ on _____. Payment by _____ shall be made within 60 days of receipt from the Office of Adult Education.

IN WITNESS WHEREOF, the parties have executed this Agreement and have caused their respective seals to be affixed hereto on or before _____ _____.

Attest: For _____

_____ _____
Signature

_____ _____
Name (typed) Date Signed

Attest:

_____ _____
Signature

(Pg. 14-15 *The Bottom Line: Basic Skills in the Workplace*)

How to Perform a Literacy Audit

1. Observe employee(s) to determine the basic skills they must use in order to perform their jobs skills effectively.

- Watch the employee(s) throughout a workday to be sure all tasks are observed. Continue this observation over a period of time if tasks change periodically rather than daily.
- Record each time the worker reads, writes, or does an arithmetic calculation.
- Note the setting in which these basic skills activities take place.
- Note the materials used by the employee to perform the tasks involving basic skills activities.
- Determine the purpose of those tasks.
- Be aware of whether the tasks are performed individually or in groups.

2. Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

- Include memoranda, telephone messages, manuals, bills of sale, and forms such as inventory lists, balance sheets, and requisition slips.
- Examine the materials to determine reading levels, necessary vocabulary, and style.
- Analyze the content of these materials to determine their function.

3. Interview employees and their supervisors to determine their perception of the basic skills needed to do their jobs.

- Note the skills that the top-performing employees say are most important. Then ask them which skills they use most and how they use them.
- Ask the supervisors which skills are needed for job performance, identifying those deemed critical.
- Examine discrepancies, if they exist, between the employees' and the supervisors' perceptions of skills needed.One particularly good technique suggested by Mikulecky (1987) is to ask both supervisors and top-performing employees how they would break in a new employee, step by step. Questions such as "How do you decide what to do first? How do you decide what to do next?" clarify the mental processes underlying good job performance and present a fuller picture than a simple listing of tasks.

4. Determine whether the employees have the basic skills needed to do their jobs well.

- Combine the information gathered from observing the employees, collecting the materials they use, and the interviews. Then, write up a description of each of the audited jobs in terms of the reading, writing, and computation skills needed to perform them well.
- Return to the work setting to observe how or whether the tasks requiring these basic skills are performed.
- Discuss observations informally with employees and supervisors when problems are observed, to pinpoint specific areas of difficulty and concern.

5. Build tests that ask questions relating specifically to the employees' job or job group.

- Use job-related language and style.
- Use situations and formats in which the basic skills being tested will actually occur.
- Ask employees to perform the tasks that simulate what they encounter on the job.

By comparing the results of the test with the writeup of the basic skills tasks embedded in the job(s), the literacy auditor can determine whether there is a basic skills problem in the workplace and what that problem is.

(pg. 35 *The Bottom Line: Basic Skills in the Workplace*)

Building the Curriculum

"Research indicates that superior job performers differ from their less able counterparts in their ability to think through what is needed on the job and then to apply reading and writing abilities to complete those job tasks efficiently."

(Mikulecky, 1987)

A good curriculum for developing workplace literacy skills should be designed to include the tasks and materials that fit the specific job contexts of the workers. Skills taught in traditional or generic basic skills classes appear to have very little direct transfer to the performance of job-specific basic skills tasks.

In many schools and basic skills courses, students are taught reading skills separately from writing skills, and reading and writing separately from computational, oral communication, or any other set of skills. When these students become employees, they need to integrate and apply skills to accomplish tasks, solve problems, and make decisions about which materials they need for both of these activities. A good workplace literacy curriculum:

- Is organized by job tasks, not by discrete basic skills.
- Includes problems and simulated situations that call for the use of basic skills as they will be used on the job.
- Provides opportunities to link basic skills and thinking together.
- Builds on the employees' knowledge of the job content.
- Uses actual job materials as instructional texts.
- Gives employees the opportunity to work together and learn from each other.
- Is linked to the goals of the company and participating employees.

GED - Literacy Program

On August 28, 1986, we held an organizational meeting at the Credit Union Conference Room for our upcoming school year. These meetings gave all interested participants an opportunity to meet instructors for this year and to ask any questions relating to our program here at Torrington. We are presently in the process of screening applicants to determine areas of strength as well as areas that need to be strengthened. These tests help the instructors determine which material needs to be mastered before the students attempt the G.E.D. exam.

It works!

Last year many of our employees worked through the program and successfully completed requirements for their G.E.D.

The program is designed for the convenience of employees. Classes are held in our conference rooms here at the plant and the only cost to students is for textbooks needed. Director for the program is Mr. Marion Craine, with Evelyn Hunicutt and Mr. and Mrs. Robert Jones serving as instructors.

With continuing emphasis on improving quality and the ever increasing demands to be more productive, it is imperative that we as employees of this company each do our part to help retain the competitive edge in the marketplace.

Along with these demands and the addition of more and more automated and complex machinery, we must strengthen our company through personal individual growth.

Please call on me it I can be of help in any way.

Bob McCraney
Personel

RKM/pw

APPENDIX I - RECRUITMENT TECHNIQUE

Now that summer is almost over and fall is just around the corner, it's time for school once again. We are excited about this year's educational opportunities and hope that you will be also.

A recent survey indicates that you have not completed your high school education, and I would personally like to encourage you to get involved in our plant wide educational opportunities.

As part of our Total Quality Management philosophy, and also as we continue to become a world-class supplier, you and the Company will benefit by your participation in this worthwhile program. As today's technology continues to make our jobs more mentally demanding, many doors may be opened by working to achieve a high school diploma or a G.E.D. An organizational meeting will be held at the Credit Union Training Room on Wednesday, September 14, 8:00-9:00 a.m., 3rd shift, and 3:00-5:00 p.m., 1st and 2nd shifts.

If you are interested in the program, please plan to attend this informal question and answer session regarding your involvement for the upcoming school year. Contact Bob McCraney at extension 118 for any questions.

Herman E. Jackson

APPENDIX I - RECRUITMENT TECHNIQUE

Skills Enhancement Program

Once again we are happy to provide the opportunity for those of you interested in improving your reading and writing skills and/or the opportunity to acquire you GED High School Equivalency. We will also offer a basic math course if we have enough interest. Many of you have taken advantage of these programs which are coordinated through the Adult Education Program of School District 55 and The Laurens County Literacy Program.

We will have an organizational meeting in the Credit Union Training Room on Wednesday, September 14, according to the following schedule:

8:00-9:00 A.M. - 3rd Shift 3:00-5:30 P.M. - 1st & 2nd Shifts

Those of you who participated last year and any persons interested in beginning the program this year should plan to attend this planning session. This meeting will give you an opportunity to meet the instructors and ask questions concerning the program for this year.

If I can be of any help, contact me at extension 118.

Bob McCraney

pw

APPENDIX I - RECRUITMENT TECHNIQUE

WANTED ADULTS

Anyone WITHOUT

A High School Diploma ▸ ◂ G.E.D. ▸

◂ Basic Reading & Writing Skills ▸

APPENDIX I - RECRUITMENT TECHNIQUE

ADMIT ONE

"TO THE OPPORTUNITY OF A LIFETIME"!

The Adult/Community Education program of Florence District #2, Pamplico invites you to register on

SEPT. 21, 1988, 7:30-8:30 am, Pamplico, Conf. Room
3:45-4:30 pm, Pamplico, Conf. Room
6:00-7:30 pm, Cypress C/S Entrance

SEPT. 22, 1988, 6:00-7:30 pm, Cypress C/S Entrance

Program offered: Skills Enhancement courses leading to Self-Improvement, High School Diploma, GED and many other specials!

THIS IS YOUR TICKET!!!

Contact the Personnel office at Delta Mills for more information.

CLASSES WILL BEGIN ON SEPT. 27, 1988

APPENDIX J

WORKSITE SKILLS ENHANCEMENT PROGRAM
Program Evaluation Questionnaire

WORKSITE:_____DATE:_____

PROGRAM CONTACT:_____TELEPHONE:_____

TITLE:_____

TYPE OF PROGRAM: ABE_____ESL_____GED_____OTHER_____

We are conducting interviews with those key personnel who have worked closely in planning and implementing worksite-based literacy programs in order to evaluate and strengthen services. Your perceptions and insight are vital in accomplishing this task. There are ten interview questions and a brief survey to be completed; this should take no more than 30 minutes of your time. We would appreciate your assistance by answering these questions as throughly as possible.

1. What were your expectations of the program conducted at this site?

_____

_____

_____

2. To what degree were your expectations met?

_____

_____

_____

7a. Who provided instructional services for you program?_____

7b. How satisfied have you been with the service provider you have used for instruction?

_____

_____

_____

_____

8. Would you encourage other employees to participate in this program?

Yes_____No_____

If no, please explain:_____

_____

_____

_____

9. Would you recommend this program to other companies?

Yes_____No_____

If no, please explain_____

_____

_____

_____

10. Does your company plan on continuing services?

Yes_____No_____Not sure_____

Please explain:_____

_____

_____

_____

Thank you

3. What benefits have you seen as a result of employee participation in this program?

_____

_____

_____

_____

4. How accepting have the supervisors and co-workers been of the program and the employee participants?

_____

_____

_____

_____

5. How accepting has upper level management been of this program?

_____

_____

_____

_____

6. What are the 3 most positive aspects of this program?

a. _____

b. _____

c. _____

What are the 3 least positive aspects of this program?

a. _____

b. _____

c. _____